# R E P O R T   R E S U M E S

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SUGGESTIONS FOR A HIGH SCHOOL VOCATIONAL STENOGRAPHER PROGRAM, A WORKSHOP REPORT.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
BOWLING GREEN STATE UNIV., OHIO, BUS. EDUC. DEPT.

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THESE SUGGESTIONS FOR CURRICULUM CONTENT AND OPERATION, FOR TEACHER USE IN PLANNING A 2-YEAR PROGRAM FOR HIGH SCHOOL JUNIORS AND SENIORS IN PREPARATION FOR ENTRY-LEVEL STEONGRAPHIC POSITIONS, WAS DEVELOPED AT A CURRICULUM WORKSHOP HELD AT BOWLING GREEN STATE UNIVERSITY JUNE 12 TO JULY 2, 1965. IN OHIO, PLANS IV, V, AND VI ARE PROVIDED FOR INTENSIVE PREEMPLOYMENT INSCHOOL BUSINESS AND OFFICE EDUCATION. PLAN IV REQUIRES 15 CLOCK HOURS OF INSTRUCTION PER WEEK WITH THREE OF SIX PERIODS PER DAY IN A BLOCK OF TIME. PLAN V REQUIRES 18.75 CLOCK HOURS PER WEEK WITH FOUR OF SIX PERIODS PER DAY IN A BLOCK OF TIME. PLAN VI REQUIRES 22.5 CLOCK HOURS PER WEEK WITH FIVE OF SIX PERIODS PER DAY IN A BLOCK OF TIME. OBJECTIVES AND SUGGESTED TIME ALLOTMENTS AND TOPIC OUTLINES FOR THE DIFFERENT PLANS ARE PRESENTED FOR THE SUBJECTS (1) BOOKKEEPING, (2) BUSINESS AND ECONOMIC SYSTEM, (3) BUSINESS MACHINES, (4) BUSINESS MATHEMATICS, (5) COMMUNICATIONS, (6) COMMUNICATION TOOLS, (7) DUPLICATION, (8) FILING, (9) LEGAL TERMINOLOGY AND DOCUMENTS, (10) PERSONAL GROWTH AND DEVELOPMENT, (11) SHORTHAND AND TRANSCRIPTION, AND (12) TYPEWRITING. A COMPREHENSIVE BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $1.70 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (FS)

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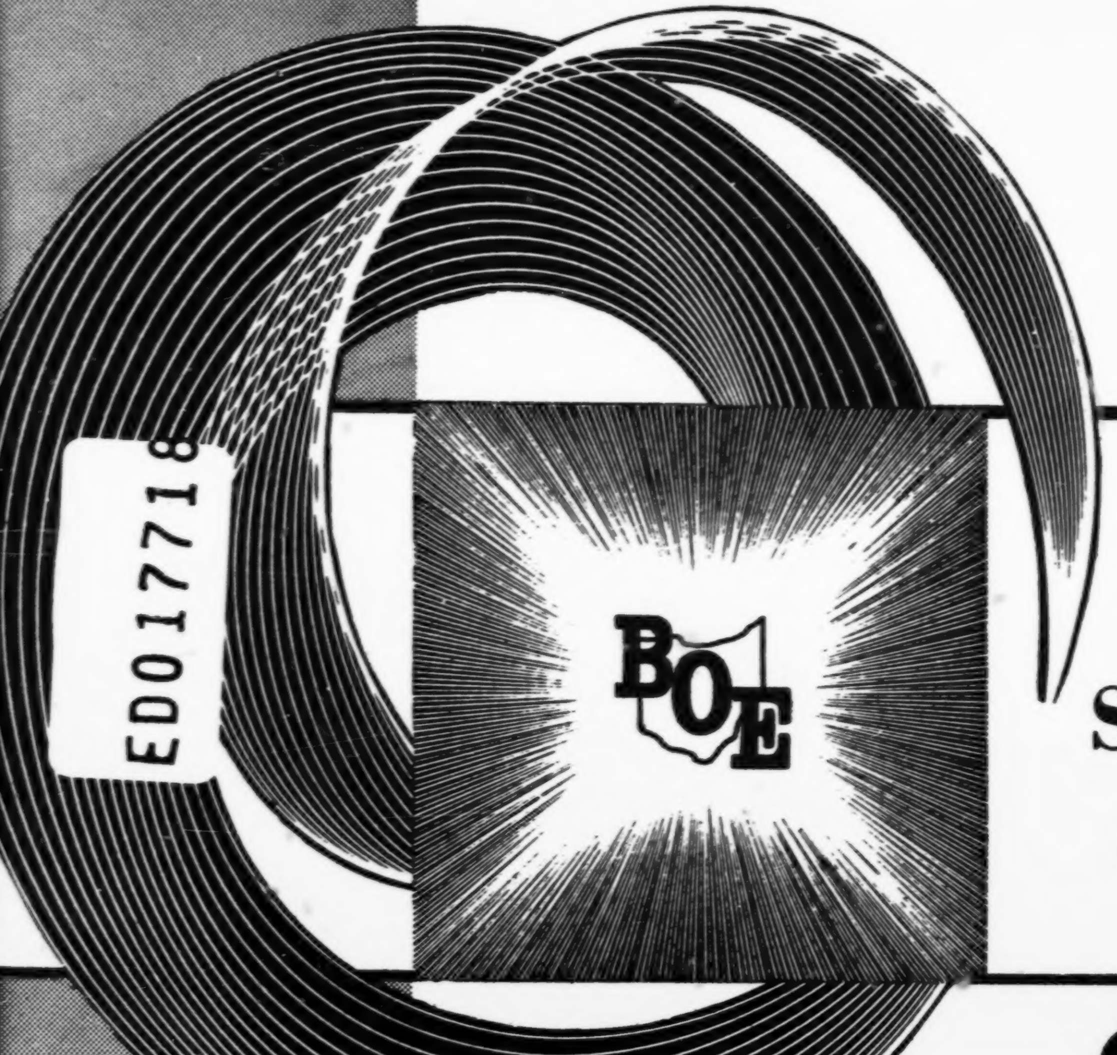

# A Program for STENOGRAPHIC OCCUPATIONS

## Bulletin 9

State of Ohio - DEPARTMENT OF EDUCATION

Martin Essex, Superintendent of Public Instruction

Division of Vocational Education
Business & Office Education Service
In cooperation with Bowling Green State University

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# Suggestions for a
# HIGH SCHOOL VOCATIONAL STENOGRAPHER PROGRAM

A Workshop Report of
Ohio State Board of Education
Martin Essex
State Superintendent of Public Instruction
State Department of Education

In Cooperation with
Bowling Green State University
Business Education Department

Division of Vocational Education
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February, 1967

# HIGH SCHOOL VOCATIONAL STENOGRAPHIC CURRICULUM WORKSHOP

June 14--July 2, 1965

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# ACKNOWLEDGMENT

These suggestions for curriculum content and operation were drafted in a teacher workshop for the purposes indicated in the Foreword. This bulletin is presented to the teachers of Ohio, not as a firm content guide, but as a starting point in developing sound vocational programs in Office Education.

Our thanks are given to Bowling Green State University and the workshop director, Dr. M. Lee Goddard. Also, thanks are given to the participants who spent many warm hours in this first effort. Dr. Inez Ray Wells participated in the editing along with the State Staff.

Please use these suggestions in the spirit in which they were developed: As a first effort to organize some of the Stenographic content into a guide for the preparation of Stenographers. Any changes or suggestions will be heartily accepted by the State Staff for future revisions of this trial bulletin.

Byrl R. Shoemaker, Director
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## FOREWORD ---

The High School Vocational Stenographer Curriculum Workshop was held at Bowling Green State University June 12 through July 2, 1965, for the purpose of developing a set of guidelines for the implementation of the Vocational Education Act of 1963 as applicable to the stenographic area in business and office education in the State of Ohio.

Guidelines are the assisting and suggesting statements relative to the nature, philosophy, functions, and content of the high school vocational stenographer program.

The guidelines set forth here are tentative, subject to experimentation and improvement by the teachers in the State. They should be considered suggestions, not mandatory, except in regard to the total time that must be devoted to the various plans. Suggestions for improvement of the guidelines will be welcomed by the State Supervisor of Business and Office Education.

Entry-level stenographer positions are those that require a minimum level of preparation for satisfactory job performance. It is hoped that teachers will build into their programs additional knowledge and skill which will serve as a background for further learning by their students when they have opportunities for promotion.

The stenographer takes dictation and transcribes or transcribes from a sound-producing machine. The stenographer may also perform other functions such as typing, answering the telephone, operating various types of office machines, serving as receptionist, and handling routine correspondence and related clerical duties. Suggestions are made to include preparation in all of these areas.

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# PART I

## THE STATE PLANS FOR VOCATIONAL STENOGRAPHER PROGRAMS

The vocational stenographer program is a two-year program in the eleventh and twelfth grades which is designed so that the student may develop high-level stenographic skill, gain a general understanding of the operation of the American business and economic system, and acquire an understanding of the proper conduct for the business office. The primary purpose of the program is the preparation of students for entry-level stenographic positions.

The program is offered on an in-school basis, starting in the eleventh grade, and is directed toward those who need depth training in the stenographic area and who cannot or do not wish to enroll in the Cooperative Office Education program. In schools having a COE program, students may transfer from the in-school program to the COE program at the beginning of the twelfth grade. The students who transfer should have developed their stenographic skills to a high level; they should also be pleasant and presentable and be mature enough to meet the demands of both school and job.

### The plans available in Ohio

The Ohio State Plan for Business and Office Education makes provision for three plans for each of the areas of business and office education. The plans for intensive pre-employment in-school business and office education are called Plans IV, V, and VI. The breadth and depth of instruction provided under these plans vary because of the different amount of time stipulated for each plan.

The table on the next page shows the major differences in the three plans:

## COMPARISON OF PLANS IV, V, AND VI

| | Plan IV | Plan V | Plan VI |
|---|---|---|---|
| Clock hours | 1080 | 1350 | 1620 |
| Clock hours per week | 15 | 18-3/4 | 22-1/2 |
| Blocked time per day in periods | 4 of 8 or<br>3 of 6 | 5 of 8 or<br>4 of 6 | 6 of 8 or<br>5 of 6 |
| Number of years (11th and 12th) | 2 | 2 | 2 |
| Prerequisites | 2 - 1-year courses* | None | None |

*One of the courses must be Typewriting.

More specifically:

Plan IV - requires 1,080 clock hours of business and office education courses in sequence or in combination. Fifteen clock hours of instruction are required per week for two years in the eleventh and twelfth grades. Under this plan there should be a one-half day block of time in order to provide flexibility for teacher planning and preparation. Two one-year courses in business and office education are required as prerequisites. In the Stenographic program, one of these must be typewriting. Other typical ninth and tenth grade prerequisites are general business, business mathematics, and bookkeeping.

| 8 period Day | 11th Grade | 12th Grade | 6 period Day |
|---|---|---|---|
| 1<br>2 | Required | Courses | 1<br>2 |
| 3<br>4 | Elective | Courses | 3 |
| | Lunch period | | |
| 5<br>6<br>7<br>8 | Intensive BOE Related Curriculum (Stenographer, Clerk-Typist, Account Clerk, General Office Clerk, etc.) | | 4<br>5<br>6 |

Plan V - requires 1,350 clock hours of business and office education courses in sequence or in combination. Eighteen and three-fourths clock hours of instruction are required per week for two years in the eleventh and twelfth grades. There are no business prerequisites.

| 8 period Day | 11th Grade | 12th Grade | 6 period Day |
|---|---|---|---|
| 1 | Required | Course | |
| 2<br>3 | Required/Elective Courses | | 1<br>2 |
| 4 | Vocational BOE Related Course | | 3 |
| | Lunch period | | |
| 5<br>6<br>7<br>8 | Intensive BOE Lab and Related Curriculum (Programs shall be organized to meet a D.O.T. code.) | | 4<br>5<br>6 |

Plan VI - requires 1,620 clock hours of business and office education courses in sequence or combination. Twenty-two and one-half clock hours of instruction are required per week for two years in the eleventh and twelfth grades. There are no business prerequisites.

| 8 period Day | 11th Grade | 12th Grade | 6 period Day |
|---|---|---|---|
| 1 | Required | Course | 1 |
| 2 | Elective | Course | |
| 3<br>4 | BOE Related | Course (s) | 2<br>3 |
| | Lunch period | | |
| 5<br>6<br>7<br>8 | Intensive BOE Lab and/or Related Curriculum, meeting employment standards of a D.O.T. code. | | 4<br>5<br>6 |

## Objectives of preparation

The objectives of preparation for entry-level stenographer positions are:

1. To provide in-depth training in stenographic skills such as typewriting, transcription, and filing.
2. To develop a mastery of grammar, spelling, and punctuation.
3. To develop the ability to communicate orally and in writing.
4. To develop a general understanding of the American business and economic system.
5. To develop an understanding of the proper personal conduct and appearance for the business office.
6. To develop an understanding of responsibility, dependability, enthusiasm, initiative, resourcefulness, interest, and loyalty as they relate to stenographic duties.
7. To develop an understanding of the level of efficiency required for the successful performance of stenographic duties.
8. To develop an understanding of effective human relations.
9. To develop an understanding of how to adapt to changing work situations.
10. To develop an understanding of the necessity for constantly upgrading stenographic knowledge, skills, and competencies.

## Upgrading preparation for entry-level stenographic positions

The changing patterns of job opportunities for high school graduates, the increasing demands for higher levels of stenographic skills, and the rising levels of social and personal competencies required in the business office demand a constant upgrading of the high school preparation for entry-level stenographer positions. Recent economic developments and technological advancements have forced business leaders to become more aware of the related skills, competencies, and knowledge which an efficient stenographer should possess.

The high school vocational stenographer program has been designed in such a way that students may develop a high level of skill in such subjects as shorthand and typing and may also spend a considerable amount of time on related skills, knowledge, and competencies necessary for becoming an efficient stenographer. By providing a larger block of time for the study of stenography than was possible under the traditional high school stenographer program, it will be possible for students to acquire depth training, to gain a better understanding of the operation of the American business and economic system, and to develop those personal qualities and attributes necessary for the successful performance of the stenographer's duties.

Having a larger amount of time (and in these programs, blocked time) does not, however, automatically lead to improved learning on the part of the students. The time must be spent advantageously, related areas must be integrated, and units of work must be well chosen if improvement is to occur.

### Relationship to community businesses

The preparation for entry-level stenographic positions must bear a close relationship to the community market for employees. Because of the changing nature of business and office occupations, periodic vocational education surveys should be conducted in order to determine the kinds of office positions available and the kind and level of preparation which they require. While the high school vocational stenographer program should not be designed exclusively for the preparation of students for local stenographic positions, it should be designed in such a way that students will be able to satisfy the minimum requirements for local entry-level stenographic positions.

### Changing nature of business and office education

Because of the modern technological advances which are constantly taking place, the subject matter and skills taught in business and office education must be dynamic. The student needs a broad, general background which will enable him to adjust to changes which cannot be predicted. John C. Roman, Supervisor of Business Education for the Cincinnati, Ohio Schools, says

> The primary task, then is to prepare students for life in a changing world in which it is impossible to predict with any degree of accuracy what the world will be like when they are adults.[1]

---

[1] John C. Roman, "Automation's Challenge to Business Education," Business Education World, 42 (November, 1961), 67.

He says, further, that

> It will become increasingly important to emphasize broad understanding in the vocational subjects rather than drill students into practices that will be outmoded by the time they are ready to enter their occupation.[2]

## Upgrading preparation

Machines have taken over some of the routine, repetitive work formerly handled by unskilled or semiskilled workers. Therefore, high school business education departments have found it necessary to upgrade the level of preparation of students to meet the higher standards of entry-level positions and to fill new positions created by automation. Norman F. Kallaus says

> Revisions in certain business education courses will be essential. In some cases, this should mean the teacher's withdrawal from the "subject-matter mastery" philosophy and his movement toward a belief in the need for the development of a student's ability to analyze, to note relationships, to reason logically--in short, to think.[3]

## Use of blocked time

As indicated in the preceding pages, the use of blocked time is required. The table on page 2 indicates the number of periods that must be used for the vocational stenographer program under each of the Plans. On pages 2 and 3, this same information is shown for each of the Plans. The block of time need not be in the afternoon, as shown on the exhibits, if some other part of the day fits the schedule of the school better.

Experimentation by teachers in vocational stenographic programs has shown some advantages in having all of the time available for the program in one continuous block of time (as in Plan IV). In Plans V and VI, it is necessary to keep the three-hour block with the rest of the time required in the Plan broken away from the block.

The advantage of having a continuous block of time is that the program becomes much more flexible. On one day, it may be highly desirable to have a long period of time given to one type of activity. The time thus "borrowed" from other types of activities can be "paid back" later in the week.

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[2] John C. Roman. "Automation's Challenge to Business Education," Business Education World, 42 (November, 1961), 67.

[3] Norman F. Kallaus. "Automation and Business Education: Problems, Progress, Predictions," Business Education World, 42 (June, 1962), 11.

Although the following pages show the different subject-matter areas separately, aspects of one subject could and should be integrated with aspects of other subjects. An example may clarify:

The purpose of the lesson is to engage in all of the activities necessary to "get out" a mailing and be prepared for the next mailing to the same group of people. The activities would include:

| | Activity | Subject Area |
|---|---|---|
| 1. | Reviewing the rules for alphabetizing. | Filing |
| 2. | Preparing cards to be alphabetized to form the basis for the mailing list. | Typing |
| 3. | Putting the cards in alphabetic order. | Filing |
| 4. | Preparing a master or a stencil from the cards since the same mailing list will be used several times. | Typing |
| 5. | Running the master or stencil, using gummed paper. | Office Machines |
| 6. | Separating the labels into a strip for attaching to envelopes. | General Clerical |
| 7. | Attaching to envelopes. | General Clerical |
| 8. | Placing the cards in a card file behind proper guides. | Filing |
| 9. | Preparing a file tab for a folder to contain the additional copies of the mailing labels. | Typing |
| 10. | Placing the labels in the folder and inserting the folder in the correct file. | Filing |

This sort of activity would require more than a single class period and would be much more meaningful to the students if carried through without interruption.

# PART II

## THE CONTENT OF THE VOCATIONAL STENOGRAPHER PROGRAM

The proposals made for the stenographic subjects are tentative. Revisions should be made from time to time because of changing conditions in community businesses.

The subjects have been outlined separately, but they should be integrated wherever possible so that the students get the "feel" of office production jobs.

Although this material does not include methods of teaching, it should be remembered that HOW the student is taught is at least as important as the exact content of the subject area. To illustrate from typewriting: The student could be required to type every one of the proposed office forms and letters suggested and still leave the class without vocational skill. He needs to learn how to operate efficiently, how to integrate jobs, why certain forms are used, how many copies are needed, who uses the copies and for what purpose, and so on. Emphasis must be placed on production skill, not just on typing a copy. This requires considerable teaching skill on the part of the instructor. The same can be said of other subjects.

### Areas for inclusion

The areas listed on the next page are suggested as essential to the preparation of students for entry-level jobs as stenographers. Other areas may be needed, and, if so, they should be added. Time allotments given here may need to be revised up or down.

## STENOGRAPHER PROGRAM
### Curricular Content

| | Plan IV | Plan V | Plan VI | Trial | X |
|---|---|---|---|---|---|
| Bookkeeping | 50 | 60 | 90 | | |
| Business and Economic System | 60 | 90 | 90 | | |
| Business Machines | 40 | 50 | 60 | | |
| Business Math | 60 | 60 | 90 | | |
| Communications | 90 | 90 | 180 | | |
| Communication tools (grammar, punctuation, spelling) | 90 | 90 | 90 | | |
| Duplicating | 15 | 20 | 30 | | |
| Filing | 30 | 40 | 60 | | |
| Legal terminology and documents | 40 | 60 | 90 | | |
| Personal growth and development | (65) | (70) | (120) | | |
| 1. Grooming and attire for office | 10 | 10 | 20 | | |
| 2. Personal conduct for the office | 10 | 10 | 20 | | |
| 3. Working effectively with others | 20 | 20 | 30 | | |
| 4. Responsibility and dependability | 10 | 15 | 20 | | |
| 5. Initiative, interest, efficiency and resourcefulness | 5 | 5 | 10 | | |
| 6. Adapting to changing work situations | 5 | 5 | 10 | | |
| 7. Self-improvement | 5 | 5 | 10 | | |
| Shorthand and transcription | 360 | 360 | 360 | X | |
| Typewriting | *180 | 360 | 360 | X | |
| Total hours | 1080 | 1350 | 1620 | | |
| Hours per week | 15 | 18-3/4 | 22-1/2 | | |

*Prerequisite - Typing I

Trial Column: If time you use is not the same, list here for future diary purposes. Total hours should equal some plan time allowance.

X Column: After completion of course, check back on time allowances originally established. If remaining the same, check. If different than planned, insert corrected time.

Send your suggestions, after analysis, to State Supervisor; or prepare for evaluation clinic.

## BOOKKEEPING

### A Knowledge of Bookkeeping Theory, Terminology, and Commonly Used Business Forms and Records

### Introduction

A basic knowledge of bookkeeping provides an understanding of the language and problems of business and an insight into the organization and operation of the American business and economic system. A knowledge of bookkeeping also makes the reading and understanding of business and economic information more comprehensible. Stenographers need an understanding of bookkeeping terms, principles, and concepts since they are constantly using them in the performance of their tasks.

This unit of instruction in bookkeeping is designed to give the vocational stenographer student a basic understanding of bookkeeping terminology and commonly used business forms and records. More specifically, this unit should be designed to develop an understanding of the different forms of business organization and ownership, commonly used bookkeeping terminology, and the simpler types of records that stenographers are frequently required to keep.

### Suggested time allotments

| | |
|---|---|
| Plan IV | 50 hours |
| Plan V | 60 hours |
| Plan VI | 90 hours |

Note: There are certain units in the expansion of content to include in Plans V and VI that may better fit into Plan IV. Analyze the role of the stenographer in your employment area and pick and choose the units of instruction needed in Bookkeeping rather than rigidly following the outline.

### Objectives

1. To develop an understanding of bookkeeping terminology
2. To develop the ability to interpret and analyze business papers and records

3. To develop an understanding of some of the problems and characteristics of a business organization

4. To develop an understanding of the bookkeeping cycle so that the student may see the relationship of each step in the cycle to all the other steps

5. To develop the qualities of neatness, orderliness, thoroughness, and accuracy

## Suggested content

Attention is again called to the fact that the suggested content is tentative both as to what to include and how much to include. A study should be made of the knowledge, skills, and understandings needed by the stenographer and by the secretary, and the content of the course should be built around those needs.

The workshop members, dealing with theory only and not having the opportunity to validate their proposals through studies and experience, have proposed the following content. Possibly some parts included in the more comprehensive programs belong in the requirements for Plan IV; possibly material is included that should be excluded; and probably important learnings are omitted that should be included. Time allotments need to be tested, also.

The help of the teachers of intensive programs is earnestly solicited so that future revisions of this material can be more realistic.

The material is presented in three sections: Suggestions for all three plans; additonal suggestions for Plans V and VI; and further additional suggestions for Plan VI.

## Suggested content for Plans IV, V, and VI (50 hours)

Everything that is taught should be understood by the students in the light of how management uses the information. At least one bookkeeping textbook provides "Management Problems" that help the student acquire this understanding.

1. Bookkeeping and record keeping
    a. What they are
    b. Why records are kept
    c. Who uses them and for what purpose
    d. What records the stenographer and secretary keep
    e. Why the stenographer and secretary need to understand bookkeeping terminology and procedures

2. Starting the bookkeeping system
    a. Introduce the beginning balance sheet
    b. Explain assets, liabilities, and proprietorship

3. Opening entry
    a. Recording beginning balance sheet
    b. Explanation of general journal
    c. Recording the opening entry
    d. The concept of debit and credit

4. Posting the opening entry
    a. Need for ledger accounts
    b. Form of the account
    c. Chart of accounts
    d. Posting
    e. Finding account balance

5. Determining debits and credits
    a. Increase and decrease of assets, liabilities, and proprietorship
    b. Income transactions
    c. Expense transactions

6. Journalizing business transactions
    a. Recording transactions from immediate records
    b. Journalizing
    c. Explanation of cash journal
    d. Footing and ruling accounts
    e. Proving cash

7. Posting
    a. Individual entries
    b. Totals from journals
    c. Recording increases and decreases in account balances

8. Proving the accuracy of posting
    a. Explanation of trial balance
    b. Footing accounts
    c. Finding and correcting errors

9. Six-column worksheet
    a. Interpreting trial balance
    b. Construction and analysis of worksheet
    c. Finding net income

10. Income statement and balance sheet
    a. Need for financial statements
    b. Explanation of income statements
    c. Explanation of balance sheet
    d. Forms of balance sheet

11. Closing the ledger
    a. Income and expense summary account
    b. Closing income and expense accounts
    c. Closing income and expense summary account
    d. Closing and ruling ledger
    e. Post-closing trial balance
    f. Summary of bookkeeping cycle

## Additional content for Plans V and VI (10 additional hours)

Continue and intensify the use of "Management Problems" so that the students will grow in their knowledge of why the records that they are learning to keep are important to management and how the information compiled is used by management.

1. Review the bookkeeping cycle, adding such items as
    a. Adjusting entries
    b. Eight-column worksheet, including adjusting entries
    c. Journalizing the adjustments
    d. Closing the ledger
    e. Making income statement and balance sheet
    f. Post-closing trial balance

2. Comparison of income and expense reports from one period to the next; trends

## Additional content for Plan VI (30 additional hours)

Continue and intensify the study of interpreting records. Add such items as the following:

1. Using a checking account

2. Petty cash records

3. Combination journal

4. Subsidiary ledgers

5. Discounts--sales and purchases

6. Returns and allowances--sales and purchases

7. Payrolls and taxes

8. Notes receivable and payable

9. Fixed assets, depreciation

10. Bad debts

11. Deferred and accrued items

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## Record keeping textbooks

## BUSINESS AND ECONOMIC SYSTEM

### An Understanding of the Operation of the American Business and Economic System

### Introduction

A general understanding of the American business and economic system is necessary for the successful performance of stenographic duties. This unit of instruction is primarily designed to provide a general understanding of business, industry, labor, and government. More specifically, it is concerned with developing an understanding of the nature of supply and demand, economic growth, government participation in business, and the organization and operation of other economic systems.

The teacher may find it effective to combine this section with that on Legal Terminology and Documents. Integration with other units should be done whenever possible. For instance, an integration with curriculum in the Home Economics department and Social Studies department may give you opportunities to amplify earlier stated units; but the purpose of this unit in Business Economics is to relate to the Stenographer's job.

### Suggested time allotments

Plan IV - 60 hours
Plan V - 90 hours
Plan VI - 90 hours

### Objectives

1. To develop an understanding of basic economic principles, problems, and concepts
2. To develop an understanding of prices, profits, and markets
3. To develop an understanding of economic growth
4. To develop an understanding of the role of government in economic activities

5. To develop an understanding of the organization and operation of other economic systems

6. To develop an understanding of the nature of business organization

7. To develop an understanding of the role of labor unions and collective bargaining

8. To develop an understanding of how money and banking needs are satisfied

9. To develop an understanding of income distribution

## Suggested content

Although the suggested content is background needed by all Americans, an analytical study should be made of the particular needs of stenographic and secretarial workers as an aid to understanding and performing their duties and assuming their responsibilities in the office.

The material is presented in two sections: Suggestions for all three plans; and added suggestions for Plans V and VI (which are the same).

## Suggested content for Plans IV, V, VI (60 hours)

A. The Individual and Modern Economics

1. Problems of Scarcity
    a. Satisfaction of Human Wants
    b. Using Resources to Satisfy Wants

2. The Need for and Ways of Economizing
    a. Production of Goods and Services
    b. Distribution of Goods and Services
    c. Ways of Economizing

3. The Role of the Individual in Economics
    a. Saving and Spending of Money
    b. Employment, Voting, and Taxes
    c. Capacity of Consumer and Producer
    d. Personal Decisions

B. Prices, Profits, and Markets

1. Resources
    - a. Labor Resources
        - (1) Size of Labor Force
        - (2) Participation of Different Groups
        - (3) Levels of Educational Achievement
        - (4) Productivity
    - b. Capital Resources
        - (1) Total and Per Worker Stock of Capital
        - (2) "Real" Net Investment
        - (3) Development and Adoption of New Ideas or Innovations
        - (4) Factors Which Determine Change
    - c. Natural Resources
        - (1) Availability of Natural Resources
        - (2) Changing Technology and Increased Use of Natural Resources
    - d. Entrepreneurship
        - (1) Production and Organization of Goods and Services in Anticipation of Profits
        - (2) Economic, Political, and Social Entrepreneurial Behavior

2. The Competitive Market System
    - a. Production in Anticipation of Profits
    - b. The Nature of Competition in Our Economy
    - c. Pressures of Price Competition in the Product Market

C. Economic Growth

1. Facts and Factors Underlying Economic Growth

2. Comparison of the Economic Growth of Underdeveloped Countries with that of the United States

D. The Role of Government in Economic Activities

1. History of Government Concern and Involvement in Economic Activities

2. Regulatory Activities of Government and Their Effect on Allocation and Distribution of Our Resources

3. Evaluating the Role of Government in Our Economy
    - a. Federal
    - b. State
    - c. Local

E. Organization and Operation of Other Economic Systems

    1. Fundamental Problems Facing All Economic Systems
    2. Comparison of the Ways in Which the Capitalist and Communist Economic Systems Solve Their Major Economic Problems
    3. Comparison of the Standard of Living Provided by the Different Economic Systems

F. Nature of Business Organization

    1. Various Forms of Business Organization
    2. The Problems of Big Business
    3. Government Regulation

G. The Role of Labor Unions and Collective Bargaining

    1. The Labor Movement, the Relationship Between Labor and Government, and Labor and Management
    2. An Analysis of the Extent to Which Labor Influences Economic Systems

H. The Functions and Character of the Money and Banking Systems

    1. The Performance of the Money and Banking Systems in a Complex Industrial Society
    2. Monetary Supply and the Federal Reserve Banking System

I. Income Distribution

    1. Sources and Types of Income and Their Proportion of the Total
    2. Factors Which Determine Incomes
    3. Effect of Government Action on Income Distribution
    4. Effect of Income Differences

## Additional objective for Plans V and VI

1. To develop an appreciation of the role of American business in foreign trade

## Additional content for Plans V and VI (30 additional hours)

The plan for this content section is not fully developed. Some suggestions are made for further content, but it is possible that the teacher will wish to use additional hours in developing some of the content above (common to all plans).

A. The Role of American Business in Foreign Trade
   1. Importance of Foreign Trade
   2. Problems Involved in Making International Payments
   3. Barriers to World Trade
   4. Assistance to Underdeveloped Areas

B. Relating the concepts studied to the role of the stenographer and the secretary in the business office

C. Current Economic Problems Reflected in Newspapers, Newsmagazines, and Publications for Businessmen; Their Effect on the Business Cycle and Decisions Made by Management

# REFERENCES

Daughtrey, A. S. Methods of Basic Business and Economic Education. Cincinnati: South-Western Publishing Company, 1965. 726 pp. (Appendixes A, B, and C are devoted to references of materials useful in teaching economic education.)

Driscoll, Paul, and Lindholm, Richard W. Our American Economy. Harcourt, Brace and World, Inc., New York, 1962, 499 pp.

Economic Education, A Topical Review for Teaching our American Heritage, Series No. 6, Department of Education, San Diego County, San Diego, California, 1963, 72 pp.

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Goodman, Kenneth E., and Harriss, C. Lowell. Economics. Chicago: Ginn and Company, 1963, 551 pp.

Smith, Augustus, and others. Economics for Our Times. New York: McGraw-Hill Book Company, Inc., 1963, 628 pp.

Some Concepts Essential to a Basic Understanding of Economics, Monograph No. 110, South-Western Publishing Company, Cincinnati, 1964, 41 pp.

Suggested Procedures and Resources for a Minimum Course in Economics, Curriculum Development, Series No. 4, Pennsylvania Department of Public Instruction, Harrisburg, 1957, 39 pp.

Toward Better Economic Education, Monograph No. 104, South-Western Publishing Company, Cincinnati, 1961, 15 pp.

## BUSINESS MACHINES

### A Working Knowledge of Business Machines
### (Excluding Stencil and Spirit Duplicators)

### Introduction

An understanding of the operation of the various types of business machines is an important body of knowledge needed by the well-trained office worker. In addition to gaining familiarity with a wide range of machines, the stenographer should develop enough skill in the operation of those most frequently used to perform the stenographic duties in an entry-level position.

### Suggested time allotments

| | | |
|---|---|---|
| Plan | IV | - 40 hours |
| Plan | V | - 50 hours |
| Plan | VI | - 60 hours |

### Objectives

1. To provide a general understanding of a wide range of business machines and to develop initial employment skill on those most frequently used in the community
2. To develop finger dexterity, coordination of eye and hand movements, and a sense of judgment in evaluating the reasonableness of the solutions
3. To apply mathematical concepts and shortcut methods to the solutions of business problems
4. To understand the types of applications best performed on each machine and to be able to select the machine best suited to each job

### Suggested content

The degree of skill that can be developed under Plans IV, V, and VI will differ because of the different allotments of time. The machines remain constant, with one exception. However, the teacher should be aware of the machines most used in the community and add units that are needed while deleting those that are not needed.

Suggested content for Plans IV, V, and VI (40 hours)

A. Adding Machines
   1. Full Keyboard
   2. Ten Key

B. Rotary Calculators

C. Printing Calculators

D. Copiers
   1. Dry Process
   2. Liquid Process

E. Mailing Machines
   1. Preparing
   2. Handling

F. Voice Transcribers
   1. Belt
   2. Disc
   3. Tape

G. Other Business Machines
   1. Folding
   2. Collating
   3. Binding

Additional content for Plans V and VI (10 additional hours)

A. Key-driven calculators (if used in the community)

B. Problems involving the use of the machines as tools, such as checking extensions on invoices, using adding machine appropriately in bookkeeping work, collating duplicated materials.

Additional content for Plan VI (10 additional hours)

A. Other machines found to be used in the community.

B. Developing higher skills on the use of the machines and in their use as tools in work on various projects planned for the class.

# REFERENCES

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, pp. 439-444.

Swanson, Edwin A., "New Media in Teaching Business Machines," New Media in Teaching the Business Subjects, National Business Education Yearbook, National Business Education Association, Washington, 1965, pp. 161-169.

# BUSINESS MATHEMATICS

## Mathematical Skills Required for Entry-level Stenographic Positions

### Introduction

A knowledge of mathematical skills is required for entry-level stenographic positions. In addition to understanding the fundamental principles and processes of arithmetic, the stenographer needs to be able to apply mathematical skills to practical business problems.

This unit of instruction is designed to develop an appreciation and understanding of how mathematics may be used in the solution of business problems. It is also concerned with helping students develop habits of accuracy and neatness in organizing numerical information into orderly and systematic form.

### Suggested time allotments

Plan IV - 60 hours
Plan V - 60 hours
Plan VI - 90 hours

### Objectives

1. To provide further training in mathematics with emphasis on business activities
2. To develop an understanding of the mathematics used in solving business problems
3. To develop the ability to complete transactions involving fractions, decimals, percentages, interest rates, and discounts
4. To familiarize the student with methods of determining markup, markdown, rate of return and the figuring of weights and measures

5. To develop proficiency in using short-cut methods of solving problems

6. To develop the habit of checking all solutions for reasonableness of results

## Suggested content

The exact content for a given class will depend upon the proficiency that the students bring to the class. Pretests can be used to discover where strengths and weaknesses lie. It is suggested that the students will be more interested if actual business problems are used. Then, should need for re-learning and drill be discovered, the students will have proper motivation for such review.

## Suggested content for Plans IV, V, VI (60 hours)

A. Cash Records
   1. Petty Cash Book
   2. Check Record
   3. Payroll

B. Finance
   1. Budgets
   2. Installment Buying and Selling
   3. Personal Finance

C. Purchasing
   1. Determining Unit Price
   2. Invoicing
   3. Billing
   4. Inventories

D. Commissions and Income
   1. Sales Slips
   2. Commissions on Sales

E. Borrowing
   1. Computing Interest
   2. Discounting Notes and Drafts

F. Savings and Investments
   1. Savings Accounts
   2. Stocks
   3. Bonds
   4. Real Estate
   5. Insurance

G. Taxes
  1. Property
  2. Sales
  3. Excise
  4. Social Security
  5. Federal Income Tax

H. Basic Small Business Records
  1. Ledgers
  2. Journals
  3. Balance Sheet
  4. Income Statement

I. Discounts
  1. Cash
  2. Trade
  3. Retail
  4. Wholesale

Additional content for VI (30 additional hours)

A. Travel and Transportation
  1. Travel Agencies
  2. Shipping
  3. Routing

B. Weights and Measures
  1. United States Standards
  2. British Standards

C. Problems involving the use of business mathematics as a tool. Adding and calculating machines may be used for the more difficult computations. Problems may arise from the study of any of the other units.

D. The use of tables, such as insurance tables, tables used in determining income tax, tables of fractions, etc.

E. Graphic presentation of statistical data, showing status, trends, etc. This might be integrated with the study of interpretation of financial reports in bookkeeping.

# REFERENCES

Huffman, Harry, Twiss, Ruth M., and Whale, Leslie J., Arithmetic for Business and Consumer Use, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 253-272.

Piper, Edwin B., Gardner, Randolph S., and Gruber, Joseph, Applied General Mathematics, South-Western Publishing Company, Cincinnati, 1960, 554 pp.

Rosenberg, R. Robert, and Lewis, Harry, Business Mathematics, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1958, 539 pp.

Tonne, Herbert A., Popham, Estelle L., and Freeman, M. Herbert, Methods of Teaching Business Subjects, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1957, pp. 253-271.

# COMMUNICATIONS

## The Ability to Communicate Orally and in Writing

### Introduction

The ability to communicate is vitally important in an entry-level stenographic position. The initial contact with a company is through oral or written communication. Good will and improved human relations are developed through effective business communications. The organization of thoughts, an extensive vocabulary, and an understanding of people's reactions are essential for effective oral communication. A working knowledge of written communication, such as letters, memorandums, and reports, is necessary because written communications are the personal representatives of the company.

### Suggested time allotments

| | | |
|---|---|---|
| Plan | IV | 90 hours |
| Plan | V | 90 hours |
| Plan | VI | 180 hours |

### Objectives

1. To develop an appreciation of the importance of oral and written communication

2. To develop the facility for organizing thoughts for oral and written presentation

3. To develop an understanding of the principles necessary for effective communication and to provide the opportunity for practical application of these principles.

4. To develop an understanding of how and why people react as they do and how to win a favorable response

5. To provide an opportunity for vocabulary improvement

6. To acquire a knowledge of the mechanics of written communication

7. To develop an understanding and appreciation of the importance of being a good listener

## Suggested content

Students will be more interested in the work if actual work on oral or written communications is used as the starting point. Any weakness that may show up may then be worked on as necessary. Oral and written communications should be woven together, not studied as separate aspects of the work. As much as is possible, the work should be integrated with other areas of study. For example, in typewriting, the students will be learning to compose at the typewriter. Materials prepared in the communications areas, such as business reports, may be duplicated and distributed to the members of the class for their files.

## Suggested content for Plans IV, V, VI (90 hours)

A. Oral Communications

1. Organization of Ideas

2. Vocabulary
    a. Business Terms
    b. Word Usage

3. The Art of Conversation

4. Use of the Telephone

5. Making and Canceling Appointments

6. Introductions
    a. People
    b. Ideas

7. Instructions and Explanations

8. Listening
    a. Conversations
    b. Interviews

B. Written Communication

1. Organization of Ideas
    a. Outline
    b. Sentence Structure
    c. Paragraphs

2. Vocabulary
    a. Business Terms
    b. Word Usage

3. Legible Handwriting

4. Messages
    a. While the Employer is Out
    b. Telephone

5. Letters
    a. Acknowledgment
    b. Making and Canceling Appointments
    c. Inquiry

6. Interoffice Memorandums
    a. Within the Office
    b. Among the Branches

7. Instructions and Explanations

Additional content for Plan VI (90 additional hours)

A. Written Communication

1. Letters
    a. Transmittal
    b. Replies to Invitations
    c. Congratulations, Thanks, and Sympathy

2. Informal Reports
    a. Library research for materials to be included in the reports
    b. Writing the report
    c. Typing in satisfactory report form

3. Research on material for the employer's speeches

4. Editing materials (letters that have actually been mailed, reports that have been prepared, etc.; looking for errors, inconsistencies; putting into improved form, etc.

B. Oral and Written

1. Surveys (which might be in the school, in the community, or in business, depending upon needs for information)
    a. Deciding upon the survey to be made
    b. Deciding what shall be asked and how
    c. Preparing a questionnaire and/or interview guide
    d. Conducting interviews (oral) using guide
    e. Getting questionnaires completed
    f. Compiling information

    - g. Writing the report
    - h. Typing or duplicating the report
    - i. Distributing the report
    - j. Letters of appreciation to those who participated

2. Talks to students as a part of the guidance program for those who have not decided upon their major area of interest; for example, to eight or ninth grade students
    - a. Determining what is to be said in describing the program
    - b. Writing the "talk"
    - c. Practice giving the talk from notes
    - d. Actually giving the talk to student groups

# REFERENCES

Aurner, Robert R., and Burtness, Paul S., Effective Business English, South-Western Publishing Company, Cincinnati, 1962, pp. 349-500.

Handbook for Business Teachers in Ohio High Schools, State of Ohio Department of Education, Columbus, 1955, pp. 57-60.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W., Business English and Communications, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964, pp. 181-423.

Stewart, Marie M., and others, Business English and Communication, Gregg Publishing Division, McGraw-Hill Book Company, Inc. Chicago, 1961, pp. 310-543.

# COMMUNICATION TOOLS

## Mastery of Grammar, Spelling, and Punctuation

### Introduction

The effective use of English contributes to personal, social, and business success. Grammar, spelling, and punctuation are basic tools of communication which are essential for the successful performance of stenographic duties.

The correct use of grammar and punctuation enables the reader to understand clearly the contents of the message. Correct spelling prevents misinterpretations on the part of the reader and eliminates the necessity for deciphering.

The proper use of grammar, spelling, and punctuation enhances the company image whereas the improper use of these basic tools of communication destroys the confidence and good will which the company has built.

This unit of instruction is designed to enable students to develop a mastery of grammar, spelling, and punctuation--not just an appreciation or general understanding of them.

### Suggested time allotments

| | |
|---|---|
| Plan IV | 90 hours |
| Plan V | 90 hours |
| Plan VI | 90 hours |

### Objectives

1. To develop an understanding of the importance of the correct use of grammar, spelling, and punctuation
2. To develop correct English usage and its application to business situations
3. To develop an extensive vocabulary (business and general)
4. To develop the ability to spell correctly

5. To develop the ability to punctuate correctly
6. To develop the habit of checking the proper sources of information when in doubt about the use of grammar, spelling, and punctuation
7. To develop the ability to proofread and to develop an understanding of the cost of grammar, spelling, and punctuation errors to business
8. To master the above

## Suggested content

Most students do not enjoy studying grammar, punctuation, and spelling. It is therefore suggested that much of the content of this section be integrated with other areas of study so that the students will appreciate the need for mastery and be willing to work on it. When so motivated, students will study willingly and gain more from their study. Parts can be integrated with communications, with transcription, with typewriting, for example.

## Suggested content for Plans IV, V, and VI (90 hours)

A. Grammar Review
    1. Sentence Structure
    2. Nouns
    3. Pronouns
    4. Verbs
    5. Adjectives
    6. Adverbs
    7. Prepositions
    8. Conjunctions

B. Spelling
    1. Homonyms
    2. Similar Words
    3. Compound Words
    4. Prefixes and Suffixes
    5. Borrowed, Coined, and Recent Words
    6. Hyphenated Words
    7. Emphasis on Commonly Misspelled Words
    8. Geographical Names

C. Punctuation
    1. Period
    2. Comma
    3. Semicolon

4. Colon
5. Question Mark
6. Exclamation Point
7. Apostrophe
8. Quotation Marks
9. Dash
10. Parentheses
11. Hyphen

D. Use of Dictionary
    1. Verify Spelling
    2. Pronunciation
    3. Meaning of Words
    4. Word Division
    5. Foreign Words and Phrases
    6. Prominent Persons and Important Places
    7. Correct Abbreviations
    8. Capitalization

## REFERENCES

Aurner, Robert, and Burtness, Paul, Effective English for Business, South-Western Publishing Company, Cincinnati, 1962, 664 pp.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W., Business English in Communications, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1964, 468 pp.

Malsbary, Dean R., Spelling and Word Power, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1965, 130 pp.

Stewart, Marie M., and others, Business English and Communications, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1961, 564 pp.

# DUPLICATING

## The Spirit and Stencil Duplicating Processes

### Introduction

It is essential that the stenographer thoroughly understand the most common duplicating processes in order to produce clean, clear copies of materials used in the business office. It has become a common practice in many offices to duplicate most of their materials. A thorough understanding of the duplicating processes will enable the stenographer to produce copies with a minimum of time, effort, and expense.

### Suggested time allotments

Plan IV - 15 hours
Plan V - 20 hours
Plan VI - 30 hours

### Objectives

1. Spirit Duplication
    a. To develop proficiency in preparing masters
    b. To develop proficiency in operating the duplicator
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of spirit duplicating machines

2. Stencil Duplication
    a. To develop proficiency in preparing stencils on the typewriter and on the mimeoscope
    b. To develop proficiency in operating the mimeograph
    c. To develop efficiency in assembling duplicated materials
    d. To develop an awareness of the various makes and models of mimeograph machines

3. To Develop an Understanding of Which Type of Machine to Choose for Various Types of Work

Suggested content

The work to be produced on the duplicators may be material that is the outcome of some other unit of study (for example, Communications) or that is needed in some other area (for example, typewriting). After initial experimentation, the students will take more pride in their work if they know that it is being produced for a purpose.

Suggested content for Plans IV, V, VI (15 hours)

A. Spirit Duplication

1. Preparation of the Master
    a. Layout
    b. Use of the typewriter
    c. Color work
    d. Drawing, handwriting

2. Proofreading

3. Corrections

4. Operation of Spirit Duplicator

5. A Knowledge of Related Spirit Duplicating Machines

B. Stencil Duplication

1. Typewriter Adjustments

2. Stencil Assembly

3. Preparation of the Stencil

4. Layout of the Stencil
    a. Manuscript
    b. Postal Card
    c. Four-page Folder (Bulletin Stencil)
    d. Ruled Forms

5. Use of Styli, Lettering Guides, and Screen Plates

6. Proofreading

7. Corrections

8. Operation of the Mimeograph
    a. Machine Adjustments
    b. Color Work

9. Assembly of Duplicated Materials

10. A Knowledge of Related Stencil Duplicating Machines

Additional objectives for Plans V, VI

1. Offset Process Duplication
    a. To develop proficiency in preparing masters
    b. To acquaint the student with the operation of a simple offset duplicator

Additional content for Plans V, VI (5 additional hours)

A. Offset Process Duplication

1. Typewriter Adjustments

2. Layouts

3. Preparation of the Master
    a. Paper
    b. Metal

4. Proofreading

5. Corrections

6. Operation of a Simple Offset Duplicator
    a. Inking
    b. Attaching Master and Applying Solution Needed
    c. Inking Master
    d. Transferring of Image to Rubber Blanket
    e. Running Copies
    f. Cleaning Machine with Solution and Cleaner Sheets

Additional content for Plan VI (10 additional hours)

A. Additional work on the three types of duplicators, as needed

B. Study of the quality and prices of masters, stencils, and mats; which to choose for different length runs

C. Cleaning and filing masters, stencils, and mats

D. Qualities of paper to receive copies; costs; when to use each

# REFERENCES

Agnew, Peter L., and Meehan, James R., *Secretarial Office Practice*, South-Western Publishing Company, Cincinnati, 1960, pp. 225-227.

*Techniques of Mimeographing*, A. B. Dick Company, Chicago, 1958, OP-1--A-12 pp.

*Techniques of Offset*, A. B. Dick Company, Chicago, 1964, 51 pp.

# FILING

## Knowledge of Filing Rules and Records Systems

### Introduction

Filing is one of the most frequently performed office activities. Without this office memory, business could not exist. Because of the increased volume of paperwork passing through business offices and the growing number of records created by data processing, an understanding of filing rules and records systems is vitally important. This unit of instruction is designed to provide the stenographer with a knowledge of the creation, use, maintenance, retention, protection, and disposition of business records.

### Suggested time allotments

Plan IV - 30 hours
Plan V - 40 hours
Plan VI - 60 hours

### Objectives

1. To develop an understanding of the need for records and ways in which they are created
2. To develop vocational competency in alphabetic filing
3. To develop proficiency in using other common filing systems
4. To develop a workable knowledge of filing procedures
5. To develop a knowledge and understanding of the various kinds of filing equipment and supplies
6. To develop an understanding of the transfer, storage, retention, protection, and disposition of records

## Suggested content

Students need to do, as well as learn about, filing. To supplement miniature files which each student can work with, the room should be equipped with full sized files with drawers equipped with the type of materials that are being studied. Each student should have an opportunity to work with the real files as well as with the miniature files; each student should learn to find as well as to file.

## Suggested content for Plans IV, V, VI (30 hours)

A. Filing and Indexing Rules
    1. Business Names
    2. Individual Names
    3. Schools, Churches, Government Offices
    4. Cross Referencing

B. Alphabetic Card and Correspondence Filing

C. Procedure in Alphabetic Correspondence Filing
    1. Inspection
    2. Coding
    3. Cross Referencing
    4. Sorting
    5. Placing Correspondence in Folders

D. Requisition, Charge, and Follow-up Controls
    1. Requisition Card
    2. Charge Methods
    3. Tickler File
    4. Facsimile Copies

E. Other Filing Systems
    1. Numeric
    2. Geographic
    3. Subject

F. Establishment and Maintenance of Filing Systems
    1. Records to be Filed
    2. Type of System to Use

G. Card Records and Systems
    1. Vertical
    2. Visible
    3. Rotary

H. Filing Equipment and Supplies
    1. Cabinets and open-shelf Files
    2. Rotary Card Files
    3. Guides, Folders, and Labels

I. Transfer, Storage, Retention, Protection, and Disposition
    1. Transfer Methods
        a. Perpetual
        b. Periodic
    2. Records Storage
    3. Records Retention
    4. Protection of Records
    5. Disposition of Records

J. Microfilm
    1. When to Use
    2. Reading and Printing
    3. Aperture Cards

Additional content for Plans V, VI (10 additional hours

A. Additional time should be spent on items outlined above as needed by the class

Additonal objective for Plan VI

1. To develop an understanding of the effects of automation on filing and records systems

Additional content for Plan VI (20 additional hours)

A. Commercial Systems
    1. Soundex
    2. Varidex
    3. Kardex

B. Automated Systems for Storing and Retrieving Information
    1. Punched Card
    2. Integrated Data Processing
    3. Electronic Data Processing

# REFERENCES

Anderson, Ruth I., *New Perspectives in Education for Business*, National Business Education Yearbook, National Business Education Association, Washington, 1963, pp. 61-62.

Bassett, Ernest D.; Agnew, Peter L.; and Goodman, David G., *Business Filing and Records Control*, South-Western Publishing Company, Cincinnati, 1964, 202 pp.

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Guthrie, Mearl R., *Alphabetic Indexing*, South-Western Publishing Company, Cincinnati, 1965, 36 pp.

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## LEGAL TERMINOLOGY AND DOCUMENTS

### Introduction

An appreciation of commonly used legal terminology and documents is an essential part of the general education of all people in a democratic society. For the stenographic student an understanding of the principles of business law is necessary, since there are many legal terms and documents involved in business transactions.

This unit of instruction is designed to provide stenographic students with a working knowledge of commonly used legal terminology and documents.

There are several items or units in Plan V and VI concerning the employment laws and rules that should also be included in Plan IV. In other words, the laws governing employment and the effects these laws have on the job the stenographer holds are just as important under Plan IV as under the other plans.

### Suggested time allotments

Plan IV - 40 hours
Plan V - 60 hours
Plan VI - 90 hours

### Objectives

1. To develop a legal vocabulary adequate for entry-level stenographic positions

2. To develop respect for laws and the realization that they exist for the protection of society

3. To develop an understanding of the organization and jurisdiction of the different courts

4. To develop a clear understanding of the legal relationship between business groups

5. To develop an understanding of commonly used legal documents
6. To develop an understanding of the legal rights of the employer and the employee
7. To develop a realization that there are times when a competent legal authority should be consulted

Suggested content for Plans IV, V, VI (40 hours)

A. The Nature of Law
   1. What is Meant by Law
   2. How Law Began
   3. Why Law is Needed

B. How the Law Operates (Courts--What They Are and What They Do)
   1. Federal
   2. State
   3. County
   4. Municipal
   5. Special Courts (such as Traffic Courts)
   6. Special Boards and Commissions
   7. Trial Procedures
   8. Settlements Made Out of Court

C. Business Crimes
   1. Unfair Trade Practices
   2. Restraint of Trade
   3. Monopoly
   4. Criminal Intent
   5. Fraud
   6. Forgery

7. Burglary
8. Larceny
9. Robbery
10. Embezzlement
11. Bribery
12. Accepting Stolen Goods
13. Conspiracy
14. Arson
15. Perjury
16. Contempt of Court

D. Contracts

1. Simple
2. Formal
3. Express and Implied
4. Offer and Acceptance
5. Competency or Incompetency to Contract
    a. Married Women
    b. Infants
    c. Insane Persons
    d. Drunkards
    e. Spendthrifts
    f. Aliens
    g. Convicts
    h. Corporations
6. Consideration
7. Legal Subject Matter
8. Promises Under Seal
9. Contracts Requiring Special Form
10. Transferring Contracts

11. Performance and Breach

12. Discharged by Operation of the Law

13. How to Draw Up a Contract
    a. Loans
    b. Installment Buying

14. Proving an Oral Contract

E. Sales

1. Sales Contracts (written and oral)

2. Installment Sales

3. Consignment of Goods

4. Lease of Goods

5. Chattel Mortgage

6. Uniform Sales Act

7. Bulk Sales Act

8. Auction Sales

9. When Ownership Transfers From Seller to Buyer

F. Negotiable Instruments

1. Checks

2. Drafts
    a. Time
    b. Sight

3. Notes

4. Bonds

5. Bills of Exchange

6. Indorsements

G. Types of Business Organizations

1. Sole Proprietorship

2. Partnership
   a. How Partnerships are Formed and Terminated
   b. Rights and Duties of the Partners

3. Corporations
   a. The Nature of Corporations
   b. How Corporations are Formed and Terminated
   c. How Corporations Operate
   d. Rights of Stockholders
   e. Powers of a Corporation

Additional content for Plans V, VI (20 additional hours)

A. A more thorough understanding of some of the units listed above

B. Insurance
   1. The Nature of Insurance
   2. Life Insurance
   3. Property Insurance
   4. Types of Insurance Companies
   5. Warranty, Guarantee, Suretyship
   6. Assignment of Insurance Policies

Additional content for Plan VI (30 additional hours)

A. Responsibilities of Citizenship
   1. Public Law (Statutory)
   2. Private Law
   3. Common Law

B. Personal Property
   1. Sales of Personal Property
   2. Assignment of Personal Property
   3. Transfer of Ownership
   4. Tangible Property
   5. Intangible Property

C. Contracts of Employment
   1. Rights and Duties of Employer
   2. Rights and Duties of Employee
   3. Legal Regulation of Employment
   4. Social Security and Workmen's Compensation

D. Analysis of Work of the Stenographer or Secretary to Determine the Legal Aspects Involved

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Douglas, Lloyd V.; Blanford, James T.; and Anderson, Ruth I., *Teaching Business Subjects*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1958, pp. 414-418.

Fisk, McKee, and Snapp, James C., *Applied Business Law*, South-Western Publishing Company, Cincinnati, 1960, 568 pp.

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*Handbook for Business Teachers in Ohio High Schools*, State of Ohio Department of Education, Columbus, 1955, pp. 65-70.

## PERSONAL GROWTH AND DEVELOPMENT

### 1. A Knowledge of Proper Grooming and Attire for the Business Office

### Introduction

In order to be successful in the business office, effective personal appearance is of basic importance. Proper grooming and attire create an "image" of the employee's personal habits, attitudes, and goals. Good health and cleanliness are essentials for good grooming. Clothing which is conservative, comfortable, and simple in style is recommended for the business office. In addition to selecting a wardrobe suitable for the occasion, the stenographer's posture while sitting, standing, or walking can affect her whole appearance. Good posture helps develop a feeling of poise and self-confidence. This unit of instruction is designed to provide students with a knowledge of proper grooming and attire for the business office.

### Suggested time allotments

Plan IV - 10 hours
Plan V - 10 hours
Plan VI - 20 hours

### Objectives

1. To develop an understanding of appropriate personal appearance
2. To develop an understanding of the need for proper grooming
3. To develop an understanding of proper selection and care of clothing
4. To develop an understanding of the necessity for good health and cleanliness
5. To develop an understanding of poise and self-confidence
6. To develop an appreciation of the importance of good posture

Suggested content for Plans IV, V, VI (10 hours)

A. Attire

    1. Dress (From Head to Toe)
        a. Selection
        b. Comfort (Good Fit)
        c. Suitability
        d. Color
        e. Style

    2. Accessories
        a. Millinery
        b. Gloves
        c. Handbags
        d. Jewelry

    3. Care
        a. Everyday Laundering
        b. Dry Cleaning

    4. Foundation Garments
        a. Selection
        b. Care

B. Grooming

    1. Hair
        a. Care
        b. Style
        c. Wig

    2. Face
        a. Care
        b. Makeup
            (1) Selection
            (2) Application

    3. Mouth and Teeth
        a. Everyday Care
        b. Dental Checkup

    4. Hands

    5. Feet and Legs

C. Health
    1. Cleanliness
        a. Daily Shower
        b. Deodorant

    2. Diet

    3. Exercise and Relaxation

    4. Sleep

    5. Mental Health
        a. Religion
        b. Cultural Interests

    6. Regular Physical and Dental Checkups

D. Posture

    1. Attractive Appearance

    2. Endurance (Avoid Fatigue)

    3. Self-confidence

Additional content for Plan VI (10 additional hours)

A. The students may find it useful to create and illustrate a notebook following, more or less, the topics outlined above for their personal guidance when working. (Although styles change, basic clothing does not change rapidly.)

B. Plans for starting to assemble a wardrobe suitable for work while still in school will be useful if started early in the year. Clothing that is suitable for both school and work can be purchased during the year as it is needed.

C. Studying the costs of attire, grooming needs, and health needs, and relating this to budgeting will be useful.

# REFERENCES

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Lovely, Yvonne, "Standards of Office Etiquette for the Businesswoman," Business Education Forum, 19:16-17, May, 1965.

Success Insurance, Milady Publishing Corporation, New York, 1965, 29 pp.

## 2. An Understanding of Proper Personal Conduct for the Business Office

### Introduction

An office worker's success is largely determined by the presence or absence of desirable personal qualities. It has been found in a number of surveys that more beginning office workers lose their jobs because of poor personal qualities and traits than because of lack of basic business skills. Because of the important role which desirable personal qualities play in the successful performance of office jobs, it is necessary for students to understand and develop these qualities.

While the development of desirable personal qualities and traits is the responsibility of all teachers, experience has proved that some of the desirable qualities and traits are not emphasized to the point where students actually develop them; therefore, this unit of instruction is suggested to make certain that vocational stenographic students are made aware of desirable personal qualities and given an opportunity to develop them.

### Suggested time allotments

Plan IV - 10 hours
Plan V - 10 hours
Plan VI - 20 hours

### Objectives

1. To encourage the improvement of personality traits through self-analysis
2. To develop an understanding of the importance of human relations for business success
3. To develop an awareness of the necessity for being loyal, tactful, pleasant, and honest

4. To develop an awareness of the necessity for good relationships with the employer and fellow workers through courteous behavior and discretion

5. To develop a personality that will contribute to business success.

Suggested content for Plans IV, V, VI (10 hours)

A. Courtesy
   1. Politeness and Respectfulness
   2. Business-like Manner
   3. Consideration for the Feelings of Others
   4. Pleasant, Appropriate Language

B. Tact
   1. Does and Says the Right Thing
   2. Avoids Being Abrupt

C. Discretion
   1. Diplomacy in Dealings With Others
   2. Foresight
   3. Cautious Conduct
   4. Fair Judgment of Others

D. Poise
   1. Self-assuredness
   2. Not Timid, Shy or Aggressive
   3. Not too Much Introspection

E. Honesty
   1. Sense of Values
   2. Distinction Between Right and Wrong
   3. Straightforwardness and Fairness of Conduct and Speech
   4. Integrity and Truthfulness

F. Confidence
   1. Trustworthiness
   2. Sincerity

G. Loyalty
   1. Works Faithfully
   2. Dependable in Actions
   3. Avoids Unwarranted Criticism

H. Judgment
    1. Common Sense
    2. Discretion

I. Pleasantness
    1. Works Harmoniously
    2. Avoids Showing Hostility Toward Others

Additional content for Plan VI (10 additional hours)

A. Case studies so that the students may learn to judge appropriateness of conduct in the situations described

B. Acquaintanceship with etiquette books; how to use them; discussion of the advice given

C. Conduct outside of the office--how it reflects upon the business

# REFERENCES

Agnew, Peter, and Meehan, James, Clerical Office Practice, South-Western Publishing Company, Cincinnati, 1955, 566 pp.

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Friedman, Sherwood, and Grossman, Jack, Applied Clerical Practice, Pitman Publishing Corporation, New York, 1960, 461 pp.

Gregg, John, and others, Applied Secretarial Practice, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1960, 499 pp.

Russon, Allien, Business Behavior, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

## 3. The Ability to Work Effectively with Employees at All Levels

### Introduction

No problem today is more urgent than that of establishing effective human relations. The student should not only develop stenographic skills to a high level but also develop the ability to work harmoniously and productively with employees at all levels.

Too little attention is often given to the area of human relations since many people feel that this is an intangible subject and can be developed only by experience and the use of common sense. The teacher has the obligation to provide experiences in the classroom and in related work which will give this opportunity for development.

This unit of instruction is designed to build the students' understanding of the importance of effective human relations and to provide opportunities through which they can develop those human relations skills required for entry-level stenographic positions.

### Suggested time allotments

Plan IV - 20 hours
Plan V - 20 hours
Plan VI - 30 hours

### Objectives

1. To understand the meaning and importance of human relations to business success
2. To understand the relationship of the worker to his employer, to his fellow workers, and to all other persons contacted through his employment
3. To develop an interest in others and to respect opinions of others

4. To understand the importance of sincerity in all dealings with business associates
5. To develop a positive attitude toward work to be completed
6. To develop respect for company rules and policies
7. To develop the habit of expressing appreciation to others
8. To develop self-confidence
9. To develop the ability to accept suggestions for improvement from fellow workers

Suggested content for Plans IV, V, VI (20 hours)

A. Understanding Human Relations
   1. Attitudes
   2. Behavior
   3. Basic Needs
      a. Sustaining Life
      b. Physical Needs
      c. Love
      d. Esteem
      e. Self-realization
   4. Social Demands and Pressures

B. Development of Effective Human Relations
   1. Friendliness
   2. Self-esteem
   3. Prestige
   4. Pride
   5. Self-regard
   6. Praise
   7. Positive Attitude
   8. Happiness
   9. Close Friends of Both Sexes
   10. Punctuality

C. Relationship of Employee to People and Work
   1. Greeting People Pleasantly
   2. Remembering Names and Association of Faces
   3. Listening to What Others Have to Say

4. Showing Appreciation to Others
5. Using Suggestions Rather Than Demands
6. Tolerating Opinions of Others
7. Being Sincere in Dealings with Others

D. Job Efficiency
   1. Confidence
   2. Self-encouragement
   3. Initiative with Judgment
   4. Constructive Inventiveness
   5. Respect for Company Rules and Policies
   6. Memory and Concentration

E. Emotional Control
   1. Tension
   2. Composure
   3. Open-mindedness
   4. Mature Attitudes
      a. Accepting Criticism
      b. Admitting Shortcomings
      c. Taking Orders
      d. Accepting Unpleasant Tasks
      e. Avoiding Self-pity

Additional content for Plan VI (10 additional hours)

A. A more thorough study can be made of the content listed above.

B. Case studies which show the quality in a positive or negative way will be of value to the students.

C. Interviews with employed persons may be a way of emphasizing the importance of the qualities studied.

# REFERENCES

Becker, Esther R., and Lawrence, Richard L., Success and Satisfaction in Your Office Job, Harper & Brothers, Publishers, New York, 1954, 149 pp.

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Russon, Allien R., Business Behavior, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

## 4. An Understanding of the Importance of Responsibility and Dependability in the Business Office

### Introduction

Responsibility and dependability are often mentioned as two of the most desirable personal qualities that stenographic workers should possess. Businessmen frequently complain that beginning workers do not possess these personal qualities and that business organizations suffer as a result.

While these desirable personal traits of responsibility and dependability can and should be taught in connection with subject matter content, this unit of instruction is specifically designed to provide the student with a deeper appreciation and understanding of the importance of these qualities in the performance of stenographic duties.

### Suggested time allotment

Plan IV - 10 hours
Plan V - 15 hours
Plan VI - 20 hours

### Objectives

1. To develop an understanding of the importance of thoroughness
2. To develop the habit of checking all work for accuracy
3. To develop the habit of working without constant supervision
4. To develop the habit of performing tasks that do not seem to be the responsibility of any particular employee
5. To develop the courage to admit errors and take responsibility for them

## Suggested content

The outline of content for the three Plans is the same. The variation of time allowed (if there should be a variation) will provide an opportunity for teachers of Plans V and VI to extend the reading done by the students, the class discussions, the use of case problems, and so on, so that the students will have a more thorough understanding of the qualities and their importance. It is especially important that all teachers provide situations in which these qualities may be exercised.

## Suggested content for Plans IV, V, VI (10, 15, or 20 hours)

A. Thoroughness
    1. Understanding of Problem or Job
    2. Proper Planning
    3. Completion of Problem or Task
    4. Follow-up of Results

B. Checking Work for Accuracy
    1. Importance of Checking for Accuracy
    2. Common Stenographic Errors
    3. Stenographic References and Manuals

C. Working Independently
    1. Understanding Instructions
    2. Organization of Work
    3. Work Without Assistance
    4. Use Sound Logic and Reasoning

D. Responsibility for Unassigned Tasks
    1. Initiative
    2. Resourcefulness
    3. Reliability

E. Responsibility for Unsuccessful Performance
    1. Admission of Errors
    2. Acceptance of Responsibility for Errors
    3. Corrective Action

# REFERENCES

Agnew, Peter L., and Meehan, James R., Secretarial Office Practice, South-Western Publishing Company, Cincinnati, 1960, 618 pp.

Gregg, John Robert, and others, Applied Secretarial Practice, Gregg Publishing Division, McGraw-Hill Book Company, Chicago, 1962, 499 pp.

Russon, Allien, Business Behavior, South-Western Publishing Company, Cincinnati, 1964, 304 pp.

## 5. An Understanding of the Importance of Taking the Initiative, Exhibiting Interest in the Work and the Company, and Being Efficient and Resourceful

### Introduction

Because of the competitive nature of American business and because of the pressures on administrative personnel, there is a tremendous need for office workers who are able to visualize the work that needs to be done and who will take the necessary steps to complete it.

With the introduction of automation in the business office, there is a need for stenographers who are highly efficient and who are able to visualize various approaches and methods for solving office problems.

This unit of instruction is primarily designed to provide the student with an understanding of the importance of taking the initiative, exhibiting interest in the work and in the company, and being efficient and resourceful in the performance of stenographic duties.

### Suggested time allotments

| | |
|---|---|
| Plan IV | 5 hours |
| Plan V | 5 hours |
| Plan VI | 10 hours |

### Objectives

1. To develop an appreciation of the importance of taking the initiative in performing stenographic duties

2. To develop an understanding of the importance of exhibiting interest in the work and the company

3. To develop a realization of the necessity for efficiency in the performance of stenographic duties

4. To develop an understanding of the importance of being resourceful in the performance of stenographic duties

### Suggested content

The content outlines needed understandings; it is up to the teacher to plan the work throughout the two years of preparation so that the students, again and again, have the opportunity to take initiative, be efficient, be resourceful, and exhibit interest.

No differentiation has been made in the content for the hours alloted under the different Plans. The depth to which these may be studied, the number of case studies used, the outside reading done by the students, and so on, may vary. But regardless of the number of clock hours specified, each student needs many opportunities to practice the characteristics mentioned.

Suggested content for Plans IV, V, VI (5, 5, and 10 hours)

A. Initiative
   1. The Need for Taking the Initiative
   2. Visualizing the Work to be Done
   3. Completing the Job

B. Exhibiting Interest in the Work and the Company
   1. The Necessity for Showing Interest in the Work and the Company
   2. Ways of Exhibiting Interest in the Work and the Company
   3. Outcomes of Exhibiting Interest in the Work and the Company

C. Efficiency
   1. Understanding the Nature of Efficiency
   2. Development of Efficient Routines and Systems
   3. Tangible Results of Efficiency

D. Resourcefulness
   1. Understanding the Nature of Resourcefulness
   2. Development of Resourcefulness
   3. Outcomes of Resourcefulness

## 6. The Ability to Adapt to Changing Work Situations

### Introduction

It is difficult for even the most modern school to keep abreast of the changes and inventions in business. Occuptional changes may result from automation, economic conditions, legislation, or reorganization of business enterprises.

Because of the wide range of entry-level stenographic positions, the stenographer program is designed to provide students with the most commonly and frequently used stenographic knowledges, skills, and competencies.

Since it is difficult to prepare students for the different kinds of tasks which will be encountered in entry-level positions, it is essential that they develop the ability to adapt to changing work situations.

### Suggested time allotment

Plan IV - 5 hours
Plan V - 5 hours
Plan VI - 10 hours

### Objectives

1. To develop an awareness of the inevitability of change in stenographic duties.

2. To develop an understanding of the effect of changes in stenographic duties on the business organization

3. To develop the ability to adapt to changing work situations

### Suggested content

Although students need to understand that they must be able to adapt to changing conditions, it is only through experience in changing that they will gain the ability. This suggests that great emphasis must be placed on understanding why the job is done, how the results are used, and how the results can be presented for use of management. This can be done through subject-matter content units where the students learn to do jobs, and actually perform the work. Bookkeeping and typewriting are good illustrations. A study of the variety of reports serving the same purpose, taken from actual businesses if possible, will be helpful; doing the jobs in a variety of ways and interpreting the results are essential.

No differentiation has been made in the subject outline for the difference in hours alloted under the plans.

### Suggested content for Plans IV, V, VI (5, 5, and 10 hours)

A. Inevitability of Change in Stenographic Duties
   1. Educational Revolution
   2. Population Increase
   3. Knowledge Explosion

B. Effect of Changes in Stenographic Duties on the Business Organization
   1. Automation
   2. Reorganization of Job Classifications
   3. Social Responsibility of the Business Organization

C. Adapting to Changing Work Situations
   1. Business Principles and Concepts
   2. Relationship of Positions Within the Business Organization
   3. Individual Acceptance and Understanding of Changes in Job Assignments

# REFERENCES

Brady, Mary M., Ream, Roland R., and Halstead, T. E., "Preparing Students for the Automated Offices," American Business Education, 18:146-151, March, 1962.

Roman, John C., The Business Curriculum, Monograph 100, South-Western Publishing Company, Cincinnati, 1960, pp. 4-5.

## 7. The Importance of Self-improvement and Continued Growth in Stenographic Knowledge, Skills, and Competencies

### Introduction

Because of the changing nature of stenographic duties and the constant upgrading of the level of education required for the performance of those duties, it is essential that stenographic students understand the importance of self-improvement and the necessity for the continuous upgrading of their stenographic knowledges, skills, and competencies.

### Suggested time allotments

Plan IV - 5 hours
Plan V - 5 hours
Plan VI - 10 hours

### Objectives

1. To develop an understanding of the importance of constant self-improvement
2. To develop an awareness of the necessity for upgrading stenographic knowledge, skills, and competencies
3. To discover means of keeping up to date

### Suggested content

No differentiation has been made in the content for the different clock-hour allotments. The depth of study can be increased with added hours. However, putting the students into situations where they, while still in school, discover ways of improving what they are doing, sources of information on changes in business office operations, and so on, will be needed by all groups.

### Suggested content for Groups IV, V, VI (5, 5, and 10 hours)

A. Self-improvement
    1. Understanding of Self-improvement
    2. Need for Self-improvement
    3. Keeping Abreast of Changes in Stenographic Areas

B. Upgrading Stenographic Knowledges, Skills, and Competencies
    1. The Need for Upgrading Stenographic Knowledges, Skills, and Competencies
    2. Methods of Upgrading Stenographic Knowledges, Skills, and Competencies
        a. Night School
        b. Company Improvement Programs
        c. Professional Meetings and Organizations
        d. Independent Study

C. Benefits from Upgrading Stenographic Knowledges, Skills, and Competencies
    1. Advancements and Promotions
    2. Higher Salaries
    3. Job Security

# SHORTHAND AND TRANSCRIPTION

## Shorthand and Transcription Skill Acceptable for Entry-level Stenographic Positions

### Introduction

Transcription is one of the basic stenographic skills. A high level of transcription skill is essential for entry-level stenographic positions. In the performance of stenographic duties, transcription is one of the most frequently and extensively used skills. Grammar, punctuation, spelling, efficient work habits, and an appreciation of proper office behavior should be integrated in this unit.

This unit of instruction is primarily concerned with the development of transcription skill for entry-level stenographic positions.

### Suggested time allotments

Plan IV - 360 hours
Plan V - 360 hours
Plan VI - 360 hours

### Objectives

1. To develop a mastery of the shorthand alphabet and principles

2. To develop the student's ability to write legible notes that he can transcribe rapidly and accurately on the typewriter in mailable form

3. To develop complete automatization of brief forms and common phrases

4. To develop the ability to construct outlines for unfamiliar words under the stress of dictation

5. To develop the ability to read shorthand meaningfully and fluently

6. To increase the student's business vocabulary
7. To improve the student's ability to spell and punctuate
8. To improve the student's ability to apply rules of grammar correctly in transcription
9. To develop efficient work habits such as handling of notebook, turning pages, dealing with dictator's peculiarities, using reference materials, supplying missing parts, obtaining material needed by the dictator
10. To develop the ability to transcribe continuously and correctly
11. To develop transcription techniques such as proofreading, setting up copy, carrying out implied instructions, and handling problems in taking dictation and transcribing
12. To develop an understanding of the qualifications needed to be a stenographer and an understanding of the opportunities for advancement

Suggested content for Plans IV, V, VI (360 hours each)

A. Shorthand Alphabet and Principles
   1. Shorthand Theory
   2. Word-building Principles
   3. Shorthand Alphabet
   4. Geographical Expressions
   5. Brief Forms and Phrases

B. Transcription Skill
   1. Punctuation
   2. Spelling
   3. Vocabulary Development
      a. Business Vocabulary Builder
      b. Similar-word Drills
      c. Language Studies
      d. Word Chains
   4. Grammar
   5. Typing Style Studies
      a. Handling Numbers
      b. Quantities
      c. Dates

        - d. Addresses
        - e. Time of Day
        - f. Titles of Books and Booklets in Business Letters
        - g. Salutations and Closings
    - 6. Transcription Quiz
    - 7. Large Quantities of New-matter Dictation

- C. Transcription Techniques
    - 1. On-the-Job Problems in Taking Dictation and Transcribing
    - 2. Office-Style Dictation
    - 3. Judgment Placement of Copy
    - 4. Phrasing on the Job
    - 5. Model Letters

- D. Reading and Writing Practice
    - 1. Mailable Transcripts
    - 2. Continuous Review of
        - a. Theory
        - b. Brief Forms
        - c. Phrases
        - d. Word Beginnings and Endings
        - e. Geographical Expressions

- E. Dictation from Persons Other Than the Teacher
    - 1. Members of the Class
    - 2. Members of the Faculty
    - 3. Records, Tapes, etc.

- F. Outside Materials
    - 1. Magazine Articles
    - 2. Transcription Drills
    - 3. Letters for Mailable Transcripts
    - 4. Speed Building Material

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Gregg, John Robert, Leslie, Louis A., and Zoubek, Charles E., Gregg Shorthand, Diamond Jubilee Series, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1963, 384 pp.

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Leslie, Louis A., Zoubek, Charles E., and Strony, Madeline S., Gregg Dictation, Diamond Jubilee Series, Gregg Publishing Division, McGraw-Hill Book Company, Inc., Chicago, 1963, 512 pp.

## Typewriting Skill Acceptable for Entry-level Stenographic Positions

### Introduction

A high degree of typewriting skill is of primary importance to the stenographer. It serves as a basic tool for nearly all stenographic work. The stenographer must be able to produce typewritten copies accurately and rapidly. The ability to organize materials and the application of proper typewriting techniques are necessary for the performance of a majority of stenographic duties. The use of good judgment and resourcefulness are important factors in the application of typewriting skills and techniques. This unit of instruction is designed to provide stenographic students with a high degree of typewriting skill which will enable them to meet office production standards.

### Suggested time allotments

Plan IV - 180 hours (A prerequisite for this plan shall be Typewriting I, taught at any previous level. A teacher will then have to structure class levels within each group for the first 6 weeks until typing skills are fairly equal. This would handle transfer students, elementary school typists, and others at widely divergent levels.)

Plan V - 360 hours

Plan VI - 360 hours

Note: In the Stenographer program, the typewriting skill may be blended together with the Shorthand and Transcription skills, taught in the block as an integrated laboratory application.

### Objectives

1. To develop vocational typewriting skill for entry-level positions

2. To develop the techniques necessary for the efficient operation of the typewriter

3. To develop proficiency in typing numbers and symbols
4. To develop proficiency in the manipulation of typewriter parts
5. To develop the ability to proofread carefully and to make neat corrections
6. To develop the ability to compose and take dictation at the typewriter
7. To develop the ability to organize materials, follow oral and written instructions, and employ good work habits
8. To develop good judgment in arranging typewritten material
9. To develop a high level of competency in the use of syllabication, capitalization, and punctuation rules
10. To apply typewriting skills, knowledges, and techniques to a variety of office production jobs
11. To develop the habit of properly caring for valuable equipment

### Suggested content for Plans IV, V, VI

A. Basic Typewriting Skills and Techniques (for Plans V, VI)
Review of Basic Skills and Techniques (for Plan VI)
   1. Mastery of Typewriter Keyboard, Including Numbers and Symbols
   2. Part of the Typewriter
   3. Posture
   4. Stroking Technique
   5. Carriage Return

B. Typing for Speed
   1. Short, Intensive Drills
   2. Guided Writings
   3. Word Dictation
   4. Continuity Practice
   5. Timed Writings

C. Typing for Control
   1. Technique Improvement
   2. Guided Writings
   3. Corrective Practice
   4. Continuity Practice
   5. Timed Writings

D. Letter Styles
   1. Block
   2. Modified Block Without Paragraph Indentions
   3. Modified Block With Paragraph Indentions
   4. AMS Simplified

E. Letter Punctuation Styles
   1. Open
   2. Mixed

F. Opening Lines of Letters
   1. Return Address
   2. Date Line
   3. Copy Notation
   4. Mailing Notation
   5. Inside Address
   6. Attention Line
   7. Appropriate Salutation
   8. Subject Line

G. Body of the Letter
   1. Enumerated Items
   2. Indented Quotation

H. Closing Lines of Letters
   1. Appropriate Complimentary Close
   2. Company Name
   3. Signature
   4. Reference Initials
   5. Name of the Dictator Typed in the Reference Initials
   6. Enclosure Notation
   7. Carbon Copy Notation
   8. Postscript

I. Envelopes
  1. Return Address
  2. Placement of the Address
    a. Size of the Envelope
    b. Length of the Address
  3. Chain Feeding
    a. Front
    b. Back
  4. Folding of Letters
    a. Small
    b. Large
    c. Window
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